



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

Virginia and United States History

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

Virginia and United States History Sample Scope and Sequence

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Superintendent of Public Instruction

Jo Lynne DeMary

Deputy Superintendent

M. Kenneth Magill

Assistant Superintendent for Instruction

Patricia I. Wright

Office of Secondary Instructional Services

Linda M. Wallinger, Director

Colleen C. Bryant, History and Social Science Specialist

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Virginia and United States History Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential understandings, knowledge, and skills that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

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Introduction

The Standards of Learning for Virginia and United States History include the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

The study of history should emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of Virginia and United States history that are included in the Virginia Standards of Learning. It is organized in chronological order to facilitate student understanding of the effect specific events in history had on each other. Some chronological overlap will occur as specific topics are examined separately to facilitate better comprehension of the causes and significant events of the topic. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

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Overview of the Virginia and United States History Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Early European Exploration and Colonization	VUS.1a, b, d; VUS.2
European Economic Influence and Slavery in the Americas	VUS.1a, b, c, d, g; VUS.3
American Revolution	VUS.1a, b, c, d, g, h; VUS.4a, b, c
United States Constitution	VUS.1a, c, d, h; VUS.5a, b, c, d
1800 to 1850	VUS.1a, c, d, g, h; VUS.6a, b, c
Civil War and Reconstruction	VUS.1c, d, h; VUS.7a, b, c
Post Reconstruction through 1920	VUS.1c, d, g, h; VUS.8a, b, c, d
United States Role in World Affairs from 1890 to 1940	VUS.1a, c, d, g, h; VUS.9a, b, c
World War II	VUS.1a, b, c, d, g, h; VUS.10.a, b, c, d, e; VUS.11a, b, c, d
Cold War	VUS.1c, d, g, h; VUS.12a, b, c, d
Civil Rights Movements	VUS.1c, d, h; VUS.13a, b
Contemporary United States	VUS.1b, d, g; VUS.14a, b, c

Note: Essential skill VUS.1e and VUS.1f are not cited in the “Related SOL” column because they will not be assessed on the Virginia and United States History Standards of Learning test. Students should, however, have opportunities to practice speaking and writing to express ideas and opinions about events and issues in history and social science. Teachers should incorporate these skills into instruction throughout the year.

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<p>The skills identified in Standard VUS.1a-h, with the exception of VUS.1e and VUS.1f, are cited in the essential understandings, knowledge, and skills of each organizing topic as they relate to that specific topic. VUS.1e and VUS.1f are not cited because they will not be assessed on the Virginia and United States Standards of Learning test. Students should, however, have opportunities to practice speaking and writing to express ideas and opinions about events and issues in history and social science. They should also have an opportunity to participate in discussions and debates to examine divergent viewpoints. Teachers should incorporate these skills into instruction throughout the year.</p>				
Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early European Exploration and Colonization	Explain that early European exploration and colonization resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World.	VUS.2	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • National Council for the Social Studies • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society
	Explain that exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious toleration that over several centuries would inspire similar transformations in other parts of the world.	VUS.2		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early European Exploration and Colonization (continued)	<p>Using the following characteristics of early exploration and settlements in the New World, summarize the reasons for European settlement in the English colonies. Include an analysis of how their motivations influenced their settlement patterns and colony structures:</p> <ul style="list-style-type: none"> • New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings. • The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity. 	VUS.2		<p>(Sample Resources continued)</p> <ul style="list-style-type: none"> • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early European Exploration and Colonization (continued)	<p>(Characteristics of early exploration and settlements in the New World continued)</p> <ul style="list-style-type: none"> Virginia and the other Southern colonies were settled by people seeking economic opportunities. The early Virginia “cavaliers” were English nobility who received large land grants in eastern Virginia from the King of England. Poor English immigrants also came seeking better lives as small farmers or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco plantations for a period of time to pay for passage to the New World. Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is today known as the General Assembly of Virginia. 	VUS.2		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early European Exploration and Colonization (continued)	<p>Use the following information to summarize the interaction of European, African, and American Indian (First American) cultures and the consequences of this interaction:</p> <ul style="list-style-type: none"> The explorations and settlements of the English in the American colonies and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American Indians (First Americans). The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were often more cooperative. The growth of an agricultural economy based on large landholdings in the Southern colonies and in the Caribbean led to the introduction of slavery in the New World. The first Africans were brought against their will to Jamestown in 1619 to work on tobacco plantations. 	VUS.2		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early European Exploration and Colonization (continued)	Identify, analyze, and interpret primary and secondary source documents.	VUS.1a		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Economic Influence and Slavery in the Americas	<p>Identify the following colonial regions and summarize how the economic activity of each region reflected its geography and the European origins of its settlers:</p> <ul style="list-style-type: none"> The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans' strong belief in the values of hard work and thrift. The middle colonies of New York, New Jersey, Pennsylvania, Maryland, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York, Philadelphia, and Baltimore began to grow as seaports and commercial centers. Virginia and the other Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew "cash crops" such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading. 	VUS.3	<ul style="list-style-type: none"> Group discussions Projects Quizzes Student reports Unit tests Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> A Commonwealth of Knowledge Audiovisual materials Center for Civic Education Library of Congress National Council for the Social Studies National Geographic Smithsonian Institute Textbook Virginia Historical Society Virginia Museum of Fine Arts WorldNet Virginia 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework 2002 Sample Instructional Activities

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Economic Influence and Slavery in the Americas (continued)	Explain that the economic institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and other natural resources shaped regional economic development.	VUS.3		
	Describe how a strong belief in private ownership of property and free enterprise characterized colonial life.	VUS.3		
	Summarize the following social characteristics of the colonies: <ul style="list-style-type: none"> New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans’ belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. 	VUS.3		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Economic Influence and Slavery in the Americas (continued)	<p>(Social characteristics of colonies continued)</p> <ul style="list-style-type: none"> The middle colonies were home to multiple religious groups, including Quakers in Pennsylvania and Catholics in Maryland, who generally believed in religious tolerance. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. Virginia and the Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to England than in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters and traders of Scotch-Irish and English descent. 			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Economic Influence and Slavery in the Americas (continued)	(Social characteristics of colonies continued) <ul style="list-style-type: none"> The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions such as the Methodists and Baptists and challenged the established religious and governmental order. It laid one of the social foundations for the American Revolution. 			
	Describe how the institution of slavery influenced European and African life in the colonies.	VUS.3		
	Using the following information, explain that the African slave trade and the development of a slave labor system in many of the colonies resulted from plantation economies and labor shortages: <ul style="list-style-type: none"> The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. 	VUS.3		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Economic Influence and Slavery in the Americas (continued)	<p>(Development of indentured servitude and slavery continued)</p> <ul style="list-style-type: none"> • Most plantation labor needs eventually came to be filled by the forcible importation of Africans. While some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved Africans were forcibly brought to the Southern colonies (the “Middle Passage”). • The development of a slavery-based agricultural economy in the Southern colonies would lead to eventual conflict between the North and South and the American Civil War. 			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
European Economic Influence and Slavery in the Americas (continued)	Identify, analyze, and interpret primary and secondary source documents, records, and data.	VUS.1a		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Explain how relationships between humans and their environment have changed over time.	VUS.1g		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution	Explain how new political ideas about the relationship between people and their government helped to justify the Declaration of Independence.	VUS.4a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • National Council for the Social Studies • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Summarize the following ideas of John Locke and explain their influence on Thomas Jefferson’s writings in the Declaration of Independence:</p> <p>The period known as the “Enlightenment” in Europe during the seventeenth and eighteenth centuries saw the development of new ideas about the rights of people and their relationship to their rulers. John Locke was an Enlightenment philosopher whose ideas, more than any other’s, influenced the American belief in self-government. Locke wrote that:</p> <ul style="list-style-type: none"> • All people are free, equal, and have “natural rights” of life, liberty, and property that rulers cannot take away. 	VUS.4a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>(Ideas of John Locke continued)</p> <ul style="list-style-type: none"> All original power resides in the people, and they consent to enter into a “social contract” among themselves to form a government to protect their rights. In return, the people promise to obey the laws and rules established by their government, establishing a system of “ordered liberty.” Government’s powers are limited to those the people have consented to give to it. Whenever government becomes a threat to the people’s natural rights, it breaks the social contract and the people have the right to alter or overthrow it. Locke’s ideas about the sovereignty and rights of the people were radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains. 			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>Summarize the following ideas of Thomas Paine and explain their influence on Thomas Jefferson’s writings in the Declaration of Independence:</p> <p>Thomas Paine was an English immigrant to America who produced a pamphlet known as <i>Common Sense</i> that challenged the rule of the American colonies by the King of England. <i>Common Sense</i> was read and acclaimed by many American colonists during the mid-1700s and contributed to a growing sentiment for independence from England.</p>	VUS.4a		
	<p>Compare the following excerpts from the Declaration of Independence to illustrate how the eventual draft, authored by Thomas Jefferson of Virginia, reflected the ideas of Locke and Paine:</p> <ul style="list-style-type: none"> • “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.” 	VUS.4a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>(Excerpts from the Declaration of Independence continued)</p> <ul style="list-style-type: none"> • “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed....” • “That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government....” 			
	Explain that in the draft of the Declaration of Independence Jefferson detailed many of the grievances against the King of England that Paine had earlier described in <i>Common Sense</i> .	VUS.4a		
	Describe how the revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live.	VUS.4a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	Describe how the American Revolution was inspired by ideas concerning natural rights and political authority, and how its successful completion affected people and governments throughout the world for many generations.	VUS.4a		
	Explain how the ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists.	VUS.4b		
	Summarize the following aspects of the Anglo-French rivalry that lead to conflict with the colonies: <ul style="list-style-type: none"> The rivalry in North America between England and France led to the French and Indian War, in which the French were driven out of Canada and their territories west of the Appalachian Mountains. 	VUS.4b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>(Anglo-French rivalry continued)</p> <ul style="list-style-type: none"> As a result of the war, England took several actions that angered the American colonies and led to the American Revolution. These included: <ul style="list-style-type: none"> The Proclamation of 1763, which prohibited settlement west of the Appalachian Mountains, a region that was costly for the British to protect. New taxes on legal documents (the “Stamp Act”), tea, and sugar to pay costs incurred during the French and Indian War and for British troops to protect colonists. 			
	<p>Summarize the following events at the beginning of the American Revolution:</p> <ul style="list-style-type: none"> Resistance to British rule in the colonies mounted, leading to war. <ul style="list-style-type: none"> The Boston Tea Party was staged. The First Continental Congress was called, to which all of the colonies except Georgia sent representatives. This was the first time most of the colonies had acted together. 	VUS.4b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	(Events at the beginning of the American Revolution continued) <ul style="list-style-type: none"> - The Boston Massacre took place when British troops fired on anti-British demonstrators. - War began when the “Minutemen” in Massachusetts fought a brief skirmish with British troops at Lexington and Concord. 			
	Summarize the following differences among the three main divisions of colonists concerning separation from Great Britain: <i>Patriots</i> <ul style="list-style-type: none"> • Believed in complete independence from England • Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”) • Provided the troops for the American Army, led by George Washington, also of Virginia 	VUS.4b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>(Differences among the three main divisions of colonists continued)</p> <p><i>Loyalists (Tories)</i></p> <ul style="list-style-type: none"> Remained loyal to Britain, based on cultural and economic ties Believed that taxation of the colonies was justified to pay for British troops to protect American settlers from Indian attacks <p><i>Neutrals</i></p> <ul style="list-style-type: none"> The many colonists who tried to stay as uninvolved in the war as possible. 	VUS.4b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
American Revolution (continued)	<p>Explain that the American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans. Explain how the following factors lead to this victory:</p> <p><i>Diplomatic</i></p> <ul style="list-style-type: none"> Benjamin Franklin negotiated a Treaty of Alliance with France. <p><i>Military</i></p> <ul style="list-style-type: none"> George Washington, general of the American army, avoided any situation that threatened the destruction of his army, and his leadership kept the army together when defeat seemed inevitable. Americans benefited from the presence of the French army and navy at the Battle of Yorktown, which ended the war with an American victory. 	VUS.4b		
	<p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.</p>	VUS.1a		

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American Revolution (continued)	Evaluate the authenticity, authority, and credibility of sources.	VUS.1b		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS. 1d		
	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.	VUS.1g		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution	Explain that during the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.	VUS.5a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that American political leaders, fearful of a powerful central government like England's, created the Articles of Confederation that were adopted at the end of the war.	VUS.5a		
	Summarize the following weaknesses of the Articles of Confederation that led to the effort to draft a new constitution: <ul style="list-style-type: none"> • Provided for a weak national government • Gave Congress no power to tax or regulate commerce among the states • Provided for no common currency • Gave each state one vote regardless of size • Provided for no executive or judicial branch. 	VUS.5a		
	Explain that the Constitution of the United States of America established a government that shared power between the national government and state governments, protected the rights of states, and provided a system for orderly change through amendments to the Constitution itself.	VUS.5b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution (continued)	<p>Use the following information to summarize how the delegates to the Constitutional Convention balanced competing interests:</p> <ul style="list-style-type: none"> • Made federal law the supreme law of the land, but otherwise gave the states considerable leeway to govern themselves • Balanced power between large and small states by creating a Senate (where each state has two senators) and a House of Representatives (with membership based on population) • Placated the Southern states by counting the slaves as three-fifths of the population when determining representation in the U.S. House of Representatives • Avoided a too-powerful central government by establishing three co-equal branches—legislative, executive, and judicial—with numerous checks and balances among them • Limited the powers of the federal government to those identified in the Constitution. 	VUS.5b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution (continued)	<p>Describe the following key leaders of the Constitutional Convention and explain their role:</p> <ul style="list-style-type: none"> • George Washington, Chairman of the Convention <ul style="list-style-type: none"> – Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings. James Madison, “Father of the Constitution” <ul style="list-style-type: none"> – Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention – At the Convention, Madison authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. – He later authored much of the Bill of Rights. 	VUS.5b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution (continued)	Explain that ratification of the Constitution did not end debate on governmental power or how to create “a more perfect union.” Economic, regional, social, ideological, religious, and political tensions spawned continuing debates over the meaning of the Constitution for generations—a debate that continues today.	VUS.5c		
	Explain that the Constitution and the Bill of Rights gave Americans a blueprint for successful self-government that has become a model for the rest of the world.	VUS.5c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution (continued)	<p>Summarize the following positions and arguments for and against the ratification of the Constitution:</p> <p><i>Federalist position (pro-ratification)</i></p> <ul style="list-style-type: none"> The Federalists favored a strong national government that shared some power with the states. They argued that the checks and balances in the Constitution prevented any one of the three branches from acquiring preponderant power. They believed that a strong national government was necessary to facilitate interstate commerce and to manage foreign trade, national defense, and foreign relations. 	VUS.5c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution (continued)	<p>(Federalist position (pro-ratification) continued)</p> <ul style="list-style-type: none"> They argued that a republic could survive in a territory as large as the United States because the numerous political factions would check each other, thereby preventing any one faction from gaining too much power. They also argued that a national Bill of Rights would be redundant, because the Constitution itself protected basic rights, and because most states already had bills of rights that clearly defined basic rights that the governments could not abolish. <p><i>Anti-Federalist position (anti-ratification)</i></p> <ul style="list-style-type: none"> The Anti-Federalists believed a strong national government would tend to usurp the powers of the state governments, thereby concentrating too much power at the national level and too little at the state and local levels. They believed that notwithstanding the Federalists' arguments, a national Bill of Rights was necessary and, during the ratifying conventions in several states, forced the Federalists to pledge that a Bill of Rights would be the first order of business of the new government established by the Constitution. 			

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution (continued)	Explain that the major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.	VUS.5d		
	<p>Explain that James Madison, a Virginian, consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights. Summarize the following information and how it influenced the Bill of Rights:</p> <p><i>Virginia Declaration of Rights (George Mason)</i></p> <ul style="list-style-type: none"> Reiterated the notion that basic human rights should not be violated by governments <p><i>Virginia Statute for Religious Freedom (Thomas Jefferson)</i></p> <ul style="list-style-type: none"> Outlawed the established church—that is, the practice of government support for one favored church 	VUS.5d		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Constitution (continued)	Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.	VUS.1a		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		
1800 to 1850	Explain that economic and strategic interests, supported by popular beliefs, led to westward expansion to the Pacific Ocean.	VUS.6a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 115 for reference information.</i> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Literature and music of the period
	Explain that the new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of “Manifest Destiny,” flocked to new frontiers.	VUS.6a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	Describe the conflict between American settlers and Indian (First American) nations in the Southeast and the old Northwest that resulted in the relocation of many Indians (First Americans) to reservations.	VUS.6a		(Sample Resources continued) <ul style="list-style-type: none"> • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Summarize the following political developments in the Early National Period: <ul style="list-style-type: none"> • After George Washington’s presidency ended in the late 1790s, the first political parties emerged: <ul style="list-style-type: none"> – The Federalists, led by John Adams and Alexander Hamilton, believed in a strong national government and industrial economy and were supported by bankers and business interests in the Northeast. – The Democratic Republicans, led by Thomas Jefferson, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South. 	VUS.6a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>(Political developments in the Early National Period continued)</p> <ul style="list-style-type: none"> The election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one party to another. Key decisions by the Supreme Court under Chief Justice John Marshall of Virginia established the power of the federal courts to declare laws unconstitutional (“judicial review”—<i>Marbury v. Madison</i>) and prohibited the states from taxing agencies of the federal government (“the power to tax is the power to destroy”—<i>McCulloch v. Maryland</i>). 	VUS.6a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>Summarize the following expansion resulting from the Louisiana Purchase and War of 1812:</p> <ul style="list-style-type: none"> • Jefferson as President in 1803 purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. He authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an Indian (First American) woman, served as their guide and translator. • The American victory over the British in the War of 1812 produced an American claim to the Oregon Territory, and increased migration of American settlers into Florida, which was later acquired by treaty from Spain. • The Monroe Doctrine (1823) stated: <ul style="list-style-type: none"> – The American continents should not be considered for future colonization by any European powers. – Nations in the Western Hemisphere were inherently different from those of Europe, republics by nature rather than monarchies. 	VUS.6a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	(The Monroe Doctrine continued) <ul style="list-style-type: none"> – The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere. – The United States would not interfere in European affairs. 			
	Summarize the following westward movement and economic development of the first half of the nineteenth century: <ul style="list-style-type: none"> • American settlers poured westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm. • The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers. Eli Whitney’s invention of the cotton gin led to the spread of the slavery-based “cotton kingdom” in the Deep South. 	VUS.6a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>(Westward movement and economic development continued)</p> <ul style="list-style-type: none"> American migration into Texas led to an armed revolt against Mexican rule and a famous battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior force. The Texans’ eventual victory over Mexican forces subsequently brought Texas into the Union. The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico. 			
	<p>Describe the following impact of westward expansion on the American Indians (First Americans):</p> <ul style="list-style-type: none"> The belief that it was America’s “Manifest Destiny” to stretch from Atlantic to Pacific provided political support for territorial expansion. 	VUS.6a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>(Impact of westward expansion on the American Indians [First Americans] continued)</p> <ul style="list-style-type: none"> During this period of westward migration, the American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the “Trail of Tears,” when several tribes were relocated from Atlantic Coast states to Oklahoma) or confined to reservations. The forcible removal of the American Indians (First Americans) from their lands would continue throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War. 			

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>Summarize the following information related to the era of Andrew Jackson:</p> <p>The Age of Jackson ushered in a new democratic spirit in American politics. The election of Andrew Jackson came at a time when the mass of American people, who had previously been content with rule by the “aristocracy,” participated in the electoral process. The distinction between “aristocrat” and common man was disappearing as new states provided for universal manhood suffrage, while the older states were lowering property requirements for voting.</p>	VUS.6b		
	<p>Summarize the impact that Jackson’s veto had on legislation:</p> <p>Jackson’s veto of legislation to recharter the bank of the United States made the presidential veto part of the legislative process, as Congress, from then on, was forced to consider a presidential veto when proposing legislation.</p>	VUS.6b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>Define the following terms in the context of the Jackson Era:</p> <ul style="list-style-type: none"> Aristocracy: A government in which power is given to those believed to be best qualified Aristocrat: A member of an aristocracy Presidential veto: Power granted to the President to prevent passage of legislation “Spoils System”: A practice of using public offices to benefit members of the victorious party Panic of 1837: The economic situation that resulted from reckless speculation that led to bank failures and dissatisfaction with the use of state banks as depositories for public funds 	VUS.6b		
	<p>Summarize the following information on how political participation changed in the early nineteenth century:</p> <ul style="list-style-type: none"> The number of eligible voters increased as previous property qualifications were eliminated. Prior to the election of 1828, the majority of the American people had been satisfied to have “aristocrats” select their President. 	VUS.6b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>(Change in political participation in the early nineteenth century continued)</p> <ul style="list-style-type: none"> By 1828, Americans began to see themselves as equals and were more eager to participate in the electoral process. Delegates from states chose candidates for President at nominating conventions. Once elected, President Andrew Jackson employed the spoils system (rewarding supporters with government jobs). 			
	<p>Summarize the following views and actions of Andrew Jackson toward the Bank of the United States:</p> <ul style="list-style-type: none"> Distrusting the bank as an undemocratic tool of the Eastern elite, Jackson vetoed the rechartering of the bank in 1832. Jackson's bank veto became the central issue in the election of 1832, as Henry Clay, the National Republican candidate, supported the bank. Jackson's re-election brought an end to the bank, as Jackson withdrew government money and deposited it in state banks. His actions caused a major economic depression, resulting in the Panic of 1837. 	VUS.6b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	Explain that the nation struggled to resolve sectional issues, producing a series of crises and compromises during the first half of the nineteenth century.	VUS.6c		
	<p>Summarize the following descriptions of economic divisions during the first half of the nineteenth century:</p> <ul style="list-style-type: none"> The Northern states developed an industrial economy based on manufacturing. They favored high protective tariffs to protect Northern manufacturers from foreign competition. The Southern states developed an agricultural economy consisting of a slavery-based system of plantations in the lowlands along the Atlantic and in the Deep South, and small subsistence farmers in the foothills and valleys of the Appalachian Mountains. The South strongly opposed high tariffs, which made the price of imported manufactured goods much more expensive. 	VUS.6c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	Explain that during the first half of the nineteenth century, crises took place over the admission of new states into the Union during the decades before the Civil War. The issue was always whether the number of “free states” and “slave states” would be balanced, thus affecting power in the Congress.	VUS.6c		
	<p>Summarize the following information on the growing division over slavery and states’ rights:</p> <ul style="list-style-type: none"> As the United States expanded westward, the conflict over slavery grew more bitter and threatened to tear the country apart. The abolitionist movement grew in the North, led by William Lloyd Garrison, publisher of <i>The Liberator</i>, an antislavery newspaper, and many New England religious leaders, who saw slavery as a violation of Christian principles. Harriet Beecher Stowe, wife of a New England clergyman, wrote <i>Uncle Tom’s Cabin</i>, a best-selling novel that inflamed Northern abolitionist sentiment. Southerners were frightened by the growing strength of Northern abolitionism. 	VUS.6c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>(The growing division over slavery and states' rights continued)</p> <ul style="list-style-type: none"> • Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southern fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. • The admission of new states continually led to conflicts over whether the new states would allow slavery ("slave states") or prohibit slavery ("free states"). Numerous compromises were struck to maintain the balance of power in Congress: <ul style="list-style-type: none"> – The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line. 			

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>(The growing division over slavery and states rights continued)</p> <ul style="list-style-type: none"> – In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own. – The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line by giving people in Kansas and Nebraska the choice whether to allow slavery in their states (“popular sovereignty”). This law produced bloody fighting in Kansas as pro- and anti-slavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery. • Southerners argued that individual states could nullify laws passed by the Congress. They also began to insist that states had entered the Union freely and could leave (“secede”) freely if they chose. 			

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	<p>(The growing division over slavery and states' rights continued)</p> <ul style="list-style-type: none"> Abraham Lincoln, who had joined the new Republican Party, and Stephen Douglas, a Northern Democrat, conducted numerous debates when running for the U.S. Senate in Illinois in 1858. Lincoln opposed the spread of slavery into new states; Douglas stood for "popular sovereignty." The Dred Scott decision by the Supreme Court overturned efforts to limit the spread of slavery and outraged Northerners, as did enforcement of the Fugitive Slave Act, which required slaves who escaped to free states to be forcibly returned to their owners in the South. Lincoln warned, "A house divided against itself cannot stand." The nation could not continue half-free, half-slave. The issue must be resolved. 			

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1800 to 1850 (continued)	Describe the women’s suffrage movement that grew during the same time as the abolitionist movement. Identify the following events and individuals that were significant to the women’s rights movement: <ul style="list-style-type: none"> Seneca Falls Declaration Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in women’s suffrage before the Civil War, and continued with the movement after the war 	VUS.6c		
	Identify, analyze, and interpret primary and secondary source documents, records, and data.	VUS.1a		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.	VUS.1g		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction	Explain that the secession of southern states triggered a long and costly war that concluded with Northern victory, a restoration of the Union, and emancipation of the slaves.	VUS.7a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • Textbook • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Summarize the following major military and political events of the Civil War: <ul style="list-style-type: none"> • Election of Lincoln (1860), followed by the secession of several Southern states that feared that Lincoln would try to abolish slavery • Fort Sumter: Opening confrontation of the Civil War • Emancipation Proclamation issued after Battle of Antietam • Gettysburg: Turning point of the Civil War • Appomattox: Site of Lee's surrender to Grant. 	VUS.7a		
	Explain that the Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.	VUS.7a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	<p>Summarize the roles of the following key leaders of the Civil War Era:</p> <ul style="list-style-type: none"> Abraham Lincoln: President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary Ulysses S. Grant: Union military commander, who won victories over the South after several Union commanders had failed Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again when some Southerners wanted to fight on after Appomattox Frederick Douglass: Former slave who became prominent black abolitionist and who urged Lincoln to recruit former slaves to fight in the Union army. 	VUS.7a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	Identify reasons for Southern secession.	VUS.7a		
	Interpret the constitution to answer the question: Did any state have a right to leave the Union?	VUS.7a		
	Defend and/or criticize Lincoln’s decision to use military force to keep the Union intact.	VUS.7a		
	Summarize the following ideas expressed in the Emancipation Proclamation and explain how it supported the North’s war aims: <ul style="list-style-type: none"> Freed those slaves located in “rebellious” states (seceded Southern states) Made the destruction of slavery a Northern war aim Discouraged any interference of foreign governments. 	VUS.7b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	<p>Summarize Lincoln’s vision of the American nation as reflected in the following comments on the Gettysburg Address:</p> <ul style="list-style-type: none"> Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.” Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the union and could freely leave. 	VUS.7b		
	<p>Summarize Abraham Lincoln’s vision, as expressed in the Gettysburg Address, that the United States was one nation, not a federation of independent states. That was what the Civil War was about for Lincoln: to preserve the Union as a nation of the people, by the people, and for the people.</p>	VUS.7b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	Summarize Lincoln’s belief that the Civil War was fought to fulfill the promise of the Declaration of Independence and was a “Second American Revolution.” He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.	VUS.7b		
	Explain that the war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans and ultimately led to the political, economic, and social control of the South by whites.	VUS.7c		
	Summarize the following political effects of the Civil War. Explain how former slaves benefited from these effects: <ul style="list-style-type: none"> Lincoln’s view that the United States was one nation indivisible had prevailed. Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states. 	VUS.7c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	<p>(Political effects of the Civil War continued)</p> <ul style="list-style-type: none"> Lincoln also believed that once the war was over, the federal government should not punish the South to reunify the nation but should act “with malice towards none, with charity for all... to bind up the nation’s wounds....” The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under military occupation. Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as President, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office. 			

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	<p>(Political effects of the Civil War continued)</p> <ul style="list-style-type: none"> The three “Civil War Amendments” to the Constitution were added: <ul style="list-style-type: none"> 13th Amendment: Slavery was abolished permanently in the United States. 14th Amendment: States were prohibited from denying equal rights under the law to any American. 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves). The Reconstruction period ended following the extremely close presidential election of 1876. In return for support in the Electoral College vote from Southern Democrats, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African Americans in the South were denied the full rights of American citizenship. 	VUS.7c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	<p>Summarize the following economic and social impacts of the Civil War and Reconstruction:</p> <ul style="list-style-type: none"> The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South, and the cities of Richmond and Atlanta lay in ruins. The South would remain a backward, agriculture-based economy and the poorest section of the nation for many decades afterward. The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean. 	VUS.7c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil War and Reconstruction (continued)	Explain that the economic and political gains of former slaves were temporary.	VUS.7c		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920	Explain that in the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.	VUS.8a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Summarize the following events related to westward movement following Reconstruction through the early twentieth century:</p> <ul style="list-style-type: none"> • Following the Civil War, the westward movement of settlers intensified into the vast region between the Mississippi River and the Pacific Ocean. • The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market. • Many Americans had to rebuild their lives after the Civil War and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land. 	VUS.8a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	<p>(Westward movement following Reconstruction through the early twentieth century continued)</p> <ul style="list-style-type: none"> • Southerners and African Americans, in particular, moved west to seek new opportunities after the Civil War. • New technologies (for example, railroads and the mechanical reaper) opened new lands in the West for settlement and made farming more prosperous. By the turn of the century, the Great Plains and Rocky Mountain region of the American West was no longer a mostly unsettled frontier, but was fast becoming a region of farms, ranches, and towns. 	VUS.8a		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	<p>Summarize the following information related to immigration to America from the end of Reconstruction through the early twentieth century:</p> <ul style="list-style-type: none"> • Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, and present-day Hungary and Yugoslavia), as well as Asia (China and Japan). • Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families. • Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast; the clothing industry in New York City; and Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and in dangerous working conditions to help build the nation's industrial strength. 	VUS.8a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	<p>(Immigration to America continued)</p> <ul style="list-style-type: none"> During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, standing nearby, as their ships arrived following the voyage across the Atlantic. Immigrants began the process of assimilation into what was termed the American “melting pot.” While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society. Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers, and there was prejudice based on religious and cultural differences. 	VUS.8a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	(Immigration to America continued) <ul style="list-style-type: none"> Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and the Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society. 			
	Summarize the following information that describes the growth of cities from the end of Reconstruction through the early twentieth century. Include related challenges: <ul style="list-style-type: none"> As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers' families often lived in harsh conditions, crowded into tenements and slums. 	VUS.8a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	(Growth of cities continued) <ul style="list-style-type: none"> The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. New York City began construction of the world's first subway system around the turn of the twentieth century, and many cities built trolley or streetcar lines. 	VUS.8a		
	Explain that as the population moved westward, many new states in the Great Plains and Rocky Mountains were added to the Union. By the early twentieth century, all the states that make up the continental United States, from Atlantic to Pacific, had been admitted.	VUS.8a		
	Explain that during the period from the Civil War to World War I, the United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.	VUS.8b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	Explain how technological changes spurred growth of industry in northern cities.	VUS.8b		
	Describe the following inventions and innovations and the associated inventor or developer: <ul style="list-style-type: none"> • Corporation (limited liability) • Bessemer steel process • Light bulb (Thomas Edison) and electricity as a source of power and light • Telephone (Alexander Graham Bell) • Airplane (Wright Brothers) • Assembly line manufacturing (Henry Ford). 	VUS.8b		
	Describe the following industrial leaders of the late nineteenth and early twentieth century: <ul style="list-style-type: none"> • Andrew Carnegie (steel) • J.P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads). 	VUS.8b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	Summarize the following reasons for economic transformation in the United States from the end of Reconstruction through the early twentieth century: <ul style="list-style-type: none"> Government policies of laissez-faire capitalism and special considerations (e.g., land grants to railroad builders) The increasing labor supply (from immigration and migration from farms) America's possession of a wealth of natural resources and navigable rivers. 	VUS.8b		
	Explain that discrimination and segregation against African Americans intensified and took new forms in the late nineteenth century and early twentieth century.	VUS.8c		
	Explain that African Americans disagreed about how to respond to the discrimination and segregation.	VUS.8c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	<p>Summarize the following information related to discrimination and segregation against African Americans:</p> <ul style="list-style-type: none"> Laws limited African American freedoms. After Reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places. Intimidation and crimes were directed against African Americans (lynchings). African Americans looked to the courts to safeguard their rights. In <i>Plessy v. Ferguson</i>, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era. During the early twentieth centuries, African Americans began the “Great Migration” to Northern cities in search of jobs and to escape poverty and discrimination in the South. 	VUS.8c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	<p>Summarize the efforts of the following African American leaders to respond to discrimination and segregation:</p> <ul style="list-style-type: none"> • Ida B. Wells led an anti-lynching crusade and called on the federal government to take action. • Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation. • W.E.B. Du Bois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP). 	VUS.8c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	Explain that Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians (First Americans), leading to new federal Indian policies. Industrial development raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.	VUS.8d		
	Explain that the Progressive Movement used government to reform problems created by industrialization (Theodore Roosevelt’s “Square Deal” and Woodrow Wilson’s “New Freedom”).	VUS.8d		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	Give examples of the following working conditions for labor from the end of Reconstruction through the early twentieth century: <ul style="list-style-type: none"> • Dangerous working conditions • Child labor • Long hours, low wages, no job security, no benefits • Company towns • Employment of women. 	VUS.8d		
	Summarize the following goals of the Progressive Movement: <ul style="list-style-type: none"> • Government controlled by people • Guaranteed economic opportunities through government regulation • Elimination of social injustices. 	VUS.8d		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	<p>Summarize the following accomplishments of the Progressive Movement:</p> <p><i>In local governments</i></p> <ul style="list-style-type: none"> New forms of government to meet needs of increasing urbanization (commission and council manager) <p><i>In state governments</i></p> <ul style="list-style-type: none"> Referendum Initiative Recall <p><i>In elections</i></p> <ul style="list-style-type: none"> Primary elections Direct election of U.S. Senators (17th Amendment) Secret ballot <p><i>In child labor</i></p> <ul style="list-style-type: none"> Muckraking literature describing abuses of child labor Child labor laws <p><i>Impact of labor unions</i></p> <ul style="list-style-type: none"> Organizations <ul style="list-style-type: none"> Knights of Labor American Federation of Labor (Samuel Gompers) 	VUS.8d		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	<p>(Progressive Movement accomplishments continued)</p> <p><i>Impact of labor unions(continued)</i></p> <ul style="list-style-type: none"> • Organizations (continued) <ul style="list-style-type: none"> – American Railway Union (Eugene V. Debs) – International Ladies’ Garment Workers Union • Strikes <ul style="list-style-type: none"> – Haymarket Square – Homestead Strike – Pullman Strike • Gains <ul style="list-style-type: none"> – Limited work hours – Regulated work conditions <p><i>Antitrust laws</i></p> <ul style="list-style-type: none"> • Sherman Anti-Trust Act—Prevents any business structure that “restrains trade” (monopolies) • Clayton Anti-Trust Act—Expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from Sherman Act 	VUS.8d		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Reconstruction through 1920 (continued)	(Progressive Movement accomplishments continued) <i>Women's suffrage</i> <ul style="list-style-type: none"> Was a forerunner of modern protest movement Benefited from strong leadership (e.g., Susan B. Anthony) Encouraged women to enter the labor force during World War I Resulted in 19th Amendment to the Constitution. 	VUS.8d		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.	VUS.1g		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Role in World Affairs from 1890 to 1940	Explain that many twentieth-century American foreign policy issues have their origins in America’s emergence as a world power at the end of the nineteenth century. The United States began to abandon its traditional isolationist foreign policy. America’s intervention in World War I ensured her role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets.	VUS.9a		
	<p>Explain the following information related to the creation of international markets:</p> <ul style="list-style-type: none"> • Open Door Policy—Secretary of State John Hay proposed a policy that would give all nations equal trading rights in China. • Dollar diplomacy—President Taft urged American banks and businesses to invest in Latin America. He promised that the United States would step in if unrest threatened their investments. • Growth in international trade occurred from the late 1800s to World War I—the first era of a true “global economy.” 	VUS.9a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Role in World Affairs from 1890 to 1940 (continued)	<p>Use the following information as a guide to describe how the United States expanded its influence in Latin America, Asia, and the Pacific after 1890:</p> <p><i>Latin America</i></p> <ul style="list-style-type: none"> • Spanish American War <ul style="list-style-type: none"> – Puerto Rico was annexed by the United States. – The United States asserted the right to intervene in Cuban affairs. • Panama Canal and the role of Theodore Roosevelt <ul style="list-style-type: none"> – United States encouraged Panama's independence from Colombia. – Parties negotiated a treaty to build the canal. <p><i>Asia and the Pacific</i></p> <ul style="list-style-type: none"> • Hawaii—U.S. efforts to depose Hawaii's monarchy; U.S. annexation of Hawaii • Philippines—Annexed after Spanish American War • Open Door Policy—Urged all foreigners in China to obey Chinese law, observe fair competition. 	VUS.9a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Role in World Affairs from 1890 to 1940 (continued)	<p>Summarize the following information on United States involvement in World War I:</p> <ul style="list-style-type: none"> The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia. For three years, America remained neutral, and there was strong sentiment not to become involved in a European war. The decision to enter the war was the result of continuing German submarine warfare (freedom of the seas) and American ties to Great Britain. Americans wanted to “make the world safe for democracy.” (Wilson) America’s military resources of soldiers and war materials tipped the balance of the war and led to Germany’s defeat. 	VUS.9b		
	<p>Use the following information to summarize President Woodrow Wilson’s Fourteen Points:</p> <ul style="list-style-type: none"> Wilson’s plan to eliminate the causes of war Key ideas <ul style="list-style-type: none"> Self-determination Freedom of the seas League of Nations Mandate system. 	VUS.9b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Role in World Affairs from 1890 to 1940 (continued)	Summarize the following terms of the Treaty of Versailles: <ul style="list-style-type: none"> The French and English insisted on punishment of Germany. The League of Nations was created. National boundaries were redrawn, creating many new nations. 	VUS.9b		
	Explain the following debate in the United States on the League of Nations: <ul style="list-style-type: none"> Objections to U.S. foreign policy decisions made by an international organization, not by U.S. leaders Senate's failure to approve Treaty of Versailles. 	VUS.9b		
	Explain that while American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.	VUS.9b		
	Explain the following causes of the Great Depression: <ul style="list-style-type: none"> Overspeculation on stocks using borrowed money that could not be repaid when the stock market crashed in 1929 and stock prices collapsed 	VUS.9c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Role in World Affairs from 1890 to 1940 (continued)	(Causes of the Great Depression continued) <ul style="list-style-type: none"> Federal Reserve’s failure to prevent widespread collapse of the nation’s banking system in the late 1920s and early 1930s, leading to severe contraction in the nation’s supply of money in circulation High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act). 			
	Use the following information as a guide to explain the impact the Great Depression had on the lives of Americans: <ul style="list-style-type: none"> Unemployment and homelessness Collapse of financial system (bank closings) Political unrest (growing militancy of labor unions) Farm foreclosures and migration. 	VUS.9c		
	Explain that the New Deal altered permanently the role of American government in the economy. It also fostered changes in people’s attitudes toward government’s responsibilities. Organized labor acquired new rights as the New Deal set in place legislation that reshaped modern American capitalism.	VUS.9c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Role in World Affairs from 1890 to 1940 (continued)	<p>Summarize the New Deal using the following information as a guide:</p> <ul style="list-style-type: none"> • This program changed the role of the government to a more active participant in solving problems. • Roosevelt rallied a frightened nation in which one in four workers was unemployed. (“We have nothing to fear, but fear itself.”) • Relief measures provided direct payment to people for immediate help (Works Progress Administration—WPA). • Recovery programs were designed to bring nation out of depression over time (Agricultural Adjustment Administration—AAA). • Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation—FDIC). • Social Security Act offered safeguards for workers. 	VUS.9c		
	Identify, analyze, and interpret primary and secondary source documents.	VUS.1a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
United States Role in World Affairs from 1890 to 1940 (continued)	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Apply reference sources to understand how relationships between humans and their environment have changed over time.	VUS.1g		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II	<p>Summarize how World War II began in Europe using the following information as a guide. Focus on United States response to increasing totalitarian aggression:</p> <ul style="list-style-type: none"> World War II began with Hitler's invasion of Poland in 1939, followed shortly after by the Soviet Union's invasion of Poland from the east and the Baltic countries from the north. During the first two years of the war, the United States stayed officially neutral as Germany overran France, most of Europe, and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler violated the nonaggression pact with the Soviet Union and invaded them. Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the President authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to "lending a garden hose to a next-door neighbor whose house is on fire". 	VUS.10a	<ul style="list-style-type: none"> Group discussions Personal interviews Projects Quizzes Student reports Unit tests Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> A Commonwealth of Knowledge Audiovisual materials Center for Civic Education Library of Congress Smithsonian Institute Textbook Virginia Historical Society Virginia Museum of Fine Arts WorldNet Virginia 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework 2002 Sample Instructional Activities

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>Summarize how Asia became involved in World War II using the following information as a guide. Focus on the United States response to increasing totalitarian aggression:</p> <ul style="list-style-type: none"> • During the 1930s a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose but both countries negotiated to avoid war. • While negotiating with the U.S. and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan. • After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war and the United States was fully involved. 	VUS.10a		
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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Explain that the United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.	VUS.10a		
	Explain that wartime strategies reflected the political and military goals of alliances, resources on hand, and the geographical extent of the conflict.	VUS.10b		
	<p>Summarize the Allied strategies during World War II using the following information as a guide:</p> <ul style="list-style-type: none"> America and its allies (Britain and the Soviet Union, after being invaded by Germany), followed a “Defeat Hitler First” strategy. Most American military resources were targeted for Europe. In the Pacific, American military strategy called for an “island hopping” campaign, seizing islands closer and closer to Japan and using them as bases for air attacks on Japan, and cutting off Japanese supplies through submarine warfare against Japanese shipping. 	VUS.10b		

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>Summarize the Axis strategies during World War II using the following information as a guide:</p> <ul style="list-style-type: none"> Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America's industrial and military strength could turn the tide. Following the attack on Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Its leaders hoped that America would then accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains. 	VUS.10b		
	<p>Describe the battles of World War II that were considered turning points, using the following information as a guide:</p> <p><i>North Africa</i></p> <ul style="list-style-type: none"> El Alamein—German forces threatening to seize Egypt and the Suez Canal were defeated by the British. This defeat prevented Hitler from gaining access to Middle Eastern oil supplies and potentially attacking the Soviet Union from the south. 	VUS.10b		

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>(Battles of World War II that were considered turning points continued)</p> <p><i>Europe</i></p> <ul style="list-style-type: none"> Stalingrad—Hundreds of thousands of German soldiers were killed or captured in a months-long siege of the Russian city of Stalingrad. This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east. Normandy landings (D-Day)— American and Allied troops under Eisenhower landed in German-occupied France on June 6, 1944. Despite intense German opposition and heavy American casualties, the landings succeeded and the liberation of western Europe from Hitler had begun. 	VUS.10b		
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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>(Battles of World War II that were considered turning points continued)</p> <p><i>Pacific</i></p> <ul style="list-style-type: none"> Midway—In the “Miracle of Midway,” American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island. Coming only a few months after the attack on Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade Hawaii. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign that carried the war closer and closer to Japan. Iwo Jima and Okinawa—The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of American lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and civilians committed suicide rather than surrender. 	VUS.10b		
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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>(Battles of World War II that were considered turning points continued)</p> <p><i>Pacific</i> (continued)</p> <ul style="list-style-type: none"> • Use of the atomic bomb—Facing the prospect of horrendous casualties among both Americans and Japanese if American forces had to invade Japan itself, President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders surrendered, avoiding the need for American forces to invade Japan. 	VUS.10b		
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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Explain that World War II solidified the nation's role as a global power and ushered in social changes, and established reform agendas that would preoccupy public discourse in the United States for the remainder of the twentieth century. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.	VUS.10c		
	Explain that minority participation in World War II reflected social conditions in the United States because African Americans generally served in segregated military units and were assigned to non-combat roles but demanded the right to serve in combat rather than support roles. (relate to VUS.11b)	VUS.10c		
	Summarize the minority contributions to Allied victory, using the following information as a guide: <ul style="list-style-type: none"> Tuskegee Airmen (African Americans) served in Europe with distinction. Nisei regiments (Asian Americans) earned a high number of military decorations. 	VUS.10c		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Summarize the following contributions of minorities to the war effort: <ul style="list-style-type: none"> • Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break). • Mexican Americans also fought, but in units that were not segregated. • Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action. 	VUS.10b		
	Explain that the Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.	VUS.10d		
	Explain that the conduct of war often reflects social and moral codes of a nation.	VUS.10d		
	Explain that the treatment of prisoners of war often reflected the savage nature of conflict and the cultural norms of the nation.	VUS.10d		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>Explain how the treatment of prisoners differed, using the following information as a guide:</p> <ul style="list-style-type: none"> • In the Bataan Death March, American POWs suffered brutal treatment by the Japanese after the surrender of the Philippines. • Japanese soldiers often committed suicide rather than surrender. • The treatment of prisoners in the Pacific Theater often reflected the savagery of the fighting there. • The treatment of prisoners in Europe more closely followed the ideas of the Geneva Convention. 	VUS.10d		
	<p>Explain that specific groups, often the object of hatred and prejudice, face increased risk of discrimination during wartime.</p>	VUS.10e		
	<p>Explain the following terms:</p> <ul style="list-style-type: none"> • Genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group • Final solution: Germany's decision to exterminate all Jews. 	VUS.10d		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Describe the Holocaust and identify its victims, using the following information as a guide: <ul style="list-style-type: none"> • Jews • Poles • Slavs • Gypsies • “Undesirables” (homosexuals, mentally ill, political dissidents). 	VUS.10e		
	Summarize the short-term and long-term significance of the Holocaust, using the following information as a guide: <ul style="list-style-type: none"> • In the Nuremberg trials, Nazi leaders and others were convicted of war crimes. • The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received. • The trials led to increased demand for a Jewish homeland. 	VUS.10e		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Explain that United States success in World War II required the total commitment of the nation's resources. On the home front, public education and the mass media promoted nationalism.	VUS.11a		
	<p>Summarize the efforts of the United States to organize and distribute its resources to achieve victory during World War II, using the following information:</p> <p><i>Economic resources</i></p> <p>U.S. government and industry forged a close working relationship to allocate resources effectively.</p> <ul style="list-style-type: none"> • Rationing was used to maintain a supply of essential products to the war effort. • War bonds and income tax were used for financing the war. • Business was retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing). 	VUS.11a		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>(United States effort to organize and distribute its resources continued)</p> <p><i>Human resources</i></p> <ul style="list-style-type: none"> • More women and minorities entered the labor force as men entered the armed forces. • Citizens volunteered in support of the war effort. <p><i>Military resources</i></p> <ul style="list-style-type: none"> • The draft/selective service was used to provide personnel for the military. 	VUS.11a		
	Explain that contributions to a war effort come from all segments of a society. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.	VUS.11b		
	<p>Summarize the contributions of women during World War II, using the following information as a guide:</p> <ul style="list-style-type: none"> • Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter). • They typically participated in non-combat military roles. 	VUS.11b		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Summarize the contributions of African Americans during World War II using the following information as a guide: <ul style="list-style-type: none"> African Americans migrated to cities in search of jobs in war plants. They campaigned for victory in war and equality at home. 	VUS.11b		
	Explain that prejudice, coupled with wartime fears, can affect civil liberties of minorities.	VUS.11c		
	Summarize the treatment of Americans of Japanese descent after the United States entered World War II, using the following information as a guide: <i>Reasons for internment</i> <ul style="list-style-type: none"> Strong anti-Japanese prejudice on the West Coast False belief that Japanese Americans were aiding the enemy 	VUS.11c		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	<p>(Treatment of Americans of Japanese descent during World War II continued)</p> <p><i>Internment of Japanese Americans</i></p> <ul style="list-style-type: none"> Japanese Americans were re-located to internment camps. Internment affected Japanese American populations along the West Coast. The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States. A public apology was eventually issued by the U.S. government. Financial retribution was made to survivors. 	VUS.11c		
	<p>Explain that during World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism.</p>	VUS.11d		

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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Explain how the media and communications elements assisted the Allied efforts during World War II, using the following information: <ul style="list-style-type: none"> The U.S. government maintained strict censorship of reporting of the war. Public morale and ad campaigns kept Americans focused on the war effort. The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways. 	VUS.11d		
	Identify, analyze, and interpret primary and secondary source documents.	VUS.1a		
	Evaluate the authenticity, authority, and credibility of sources.	VUS.1b		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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Virginia and United States History Sample Scope and Sequence

World War II (continued)	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.	VUS.1g		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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Virginia and United States History Sample Scope and Sequence

Cold War	<p>Summarize the political, economic, and social consequences of World War II, using the following information as a guide:</p> <ul style="list-style-type: none"> • The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. • Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. 	VUS.12a	<ul style="list-style-type: none"> • Group discussions • Personal interviews • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
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Virginia and United States History Sample Scope and Sequence

Cold War (continued)	<p>(Political, economic, and social consequences of World War II continued)</p> <ul style="list-style-type: none"> Europe lay in ruins, and the United States launched the Marshall Plan, which provided massive financial aid to rebuild European economies and prevent the spread of communism. The United Nations was formed near the end of World War II to create an opportunity for the nations of the world to try to prevent future global wars. 			
	<p>Explain that the Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.</p>	VUS.12b		

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Virginia and United States History Sample Scope and Sequence

Cold War (continued)	Explain that the Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom and a market economy; and the Soviet belief in a totalitarian state and socialism.	VUS.12b		
	Explain that the U. S. government's anti-Communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.	VUS.12b		

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Virginia and United States History Sample Scope and Sequence

Cold War (continued)	<p>Use the following information to summarize the United States’ response to the threat of communism and the origins of the Cold War:</p> <ul style="list-style-type: none"> • The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1989. • The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free-market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system. • The Truman Doctrine of “containment of communism” was a guiding principle of American foreign policy throughout the Cold War, not to roll it back but to keep it from spreading and to resist communist aggression into other countries. 	VUS.12b		
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Virginia and United States History Sample Scope and Sequence

Cold War (continued)	<p>(United States' response to the communist threat and origins of the Cold War continued)</p> <ul style="list-style-type: none"> • The North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in eastern Europe formed the Warsaw Pact, and for nearly 50 years both sides maintained large military forces facing each other in Europe. • The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split which American foreign policy under President Nixon in the 1970s exploited. • After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of “massive retaliation” to deter any nuclear strike by the Soviets. 	VUS.12b		
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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	<p>Describe the Korean War, using the following information as a guide:</p> <ul style="list-style-type: none"> American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism. After communist North Korea invaded South Korea, American military forces led a counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea and the war threatened to widen, but eventually ended in a stalemate with South Korea free of communist occupation. 	VUS.12b		
	<p>Describe the Vietnam War, using the following information as a guide:</p> <ul style="list-style-type: none"> American involvement in Vietnam also reflected the Cold War policy of containment of communism. Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist. 	VUS.12b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	<p>(Vietnam War continued)</p> <ul style="list-style-type: none"> The American military buildup in Vietnam began under President John Kennedy. After Kennedy's assassination in 1963, the buildup was intensified under President Lyndon Johnson. The scale of combat in Vietnam grew larger over the course of the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but could not force an end to the war on favorable terms by fighting a limited war. The United States became bitterly divided. While there was support for the American military and conduct of the war among many Americans, others opposed the war and active opposition to the war mounted, especially on college campuses. After Johnson declined to seek re-election, President Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of "Vietnamization," withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese. 	VUS.12b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	(Vietnam War continued) <ul style="list-style-type: none"> Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army, and President Nixon was forced from office by the Watergate scandal. In 1975, both North and South Vietnam were merged under communist control. 	VUS.12b		
	Describe the Cold War confrontation between the United States and Cuba, using the following information as a guide: <ul style="list-style-type: none"> Cuba was also a site of Cold War confrontations. Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This “Bay of Pigs” invasion failed. In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership “blinked” and removed their missiles. 	VUS.12b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	<p>Summarize the impact of the Cold War on Americans at home, using the following information as a guide:</p> <ul style="list-style-type: none"> • The fear of communism and the threat of nuclear war affected American life throughout the Cold War. • During the 1950s and 1960s, American schools regularly held drills to train children what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements. • The convictions of Alger Hiss, and Julius and Ethel Rosenberg for spying for the Soviet Union, and the construction of nuclear weapons by the Soviets using technical secrets obtained through spying, increased domestic fears of communism. 	VUS.12b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	<p>(The Cold War impact on Americans at home continued)</p> <ul style="list-style-type: none"> • Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and citizens of being communists based on flimsy or no evidence. This led to the coining of the term <i>McCarthyism</i>, or the making of false accusations based on rumor or guilt by association. • The Cold War made foreign policy a major issue in every presidential election during the period. • The heavy military expenditures throughout the Cold War benefited Virginia's economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and Northern Virginia, home to the Pentagon and numerous private companies that contract with the military. 	VUS.12b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	Explain that a strong military was the key to America’s victory over the Soviet Union in the Cold War.	VUS.12c		
	Explain that millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.	VUS.12c		
	<p>Use the following information to summarize how America’s military forces defended freedom during the Cold War:</p> <ul style="list-style-type: none"> In President John Kennedy’s inaugural address, he pledged that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you; ask what you can do for your country.” 	VUS.12c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	<p>(American military forces defense of freedom during the Cold War continued)</p> <ul style="list-style-type: none"> During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism. President Kennedy, a World War II veteran, was assassinated in 1963 in Dallas, Texas, in an event that shook the nation's confidence and began a period of internal strife and divisiveness, especially spurred by divisions over U.S. involvement in Vietnam. Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war. It was not until several years after the end of the war that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices. 	VUS.12c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	Use the following information to identify the internal problems that caused the collapse of the Soviet Union: <ul style="list-style-type: none"> Increasing Soviet military expenses to compete with the United States Rising nationalism in Soviet republics Fast-paced reforms (market economy) Economic inefficiency Gorbachev “glasnost” and “perestroika” (openness and economic restructuring). 	VUS.12d		
	Use the following information to summarize President Ronald Reagan’s role in the collapse of the Soviet Union: <ul style="list-style-type: none"> Challenged moral legitimacy of the Soviet Union; for example, speech at Berlin Wall (“Mr. Gorbachev, tear down this wall”) Increased U.S. military and economic pressure on the Soviet Union. 	VUS.12d		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.	VUS.1g		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil Rights Movements	Explain that by interpreting its powers broadly, the Supreme Court can reshape American society.	VUS.13a	<ul style="list-style-type: none"> • Group discussions • Personal interviews • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Summarize, using the following information, the significance of the Supreme Court case <i>Brown v. Board of Education</i> : <ul style="list-style-type: none"> • Supreme Court decision that segregated schools are unequal and must desegregate • Included Virginia case. 	VUS.13a		
	Use the following information to summarize the roles of the following individuals in the demise of segregated schools: <ul style="list-style-type: none"> • Thurgood Marshall —NAACP Legal Defense Team • Oliver Hill— NAACP Legal Defense Team in Virginia. 	VUS.13a		
	Use the following information to summarize the Virginia response to the Brown decision: <ul style="list-style-type: none"> • Massive Resistance—Closing some schools • Establishment of private academies • White flight from urban school systems. 	VUS.13a		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil Rights Movements (continued)	Explain that African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights legislation.	VUS.13b		
	<p>Use the following information to summarize the influence the 1963 March on Washington had on public opinion about civil rights:</p> <ul style="list-style-type: none"> Participants were inspired by the “I have a dream” speech given by Martin Luther King, Jr. The march helped influence public opinion to support civil rights legislation. The march demonstrated the power of non-violent, mass protest. 	VUS.13b		
	<p>Use the following information as a guide to explain how the legislative process advanced the cause of civil rights for African Americans: <i>Civil Rights Act of 1964</i></p> <ul style="list-style-type: none"> The act prohibited discrimination based on race, religion, national origin, and gender. It also desegregated public accommodations. President Lyndon B. Johnson played an important role in the passage of the act. 	VUS.13b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil Rights Movements (continued)	<p>(Advancement of the cause of civil rights for African Americans continued)</p> <p><i>Voting Rights Act of 1965</i></p> <ul style="list-style-type: none"> The act outlawed literacy tests. Federal registrars were sent to the South to register voters. The act resulted in an increase in African American voters. President Lyndon B. Johnson played an important role in the passage of the act. 	VUS.13b		
	Use the following information as a guide to explain that the National Association for the Advancement of Colored People (NAACP) advanced the civil rights of African Americans by challenging segregation in the courts.	VUS.13b		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Interpret the significance of excerpts from famous speeches and other documents.	VUS.1h		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contemporary United States	Explain that gender worker diversity has altered the workplace.	VUS.14a	<ul style="list-style-type: none"> • Group discussions • Personal interviews • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 115 for reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Use the following information as a guide to summarize how women have altered the traditional world of work:</p> <ul style="list-style-type: none"> • An increasingly large percentage of America’s labor force • Many working mothers • Women in nontraditional jobs <ul style="list-style-type: none"> – Sandra Day O’Connor was the first woman to serve on the United States Supreme Court. – Sally Ride was the first female astronaut in the United States. • Role of courts in providing opportunities. 	VUS.14a		
	<p>Use the following information as a guide to identify issues concerning working women:</p> <ul style="list-style-type: none"> • Need for affordable day care • Equitable pay • “Pink collar” ghetto (low prestige, low paying jobs) • “Glass ceiling” (perception that career advancement for women is not equal to men). 	VUS.14a		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contemporary United States (continued)	Explain that new immigrant groups have increased American diversity and redefined American identity.	VUS.14b		
	Explain that new and increasing immigration to the United States has been taking place from many diverse countries, especially Asian and Latin American countries.	VUS.14b		
	<p>Use the following information as a guide to summarize the reasons for immigration and the effects of immigration on American society and culture:</p> <p><i>Reasons for immigration</i></p> <ul style="list-style-type: none"> • Political freedom • Economic opportunity <p><i>Effects of immigration</i></p> <ul style="list-style-type: none"> • Bilingual education/English as a Second Language (ESL) courses • Effects on public policy (Cuban Americans and policy toward Cuba) • Politics/voting. 	VUS.14b		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contemporary United States (continued)	Use the following information as a guide to identify the contributions of immigrants to American society and culture: <ul style="list-style-type: none"> • Popularity of ethnic food, music, and arts • Role in labor force. 	VUS.14b		
	Explain that dramatic advances in technology have affected life in America in many significant areas.	VUS.14c		
	Explain that the American space program was a triumph of American technological prowess.	VUS.14c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contemporary United States (continued)	<p>Summarize the following information about technological developments in the contemporary United States:</p> <ul style="list-style-type: none"> In the early 1960s, President John Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. U.S. astronaut John Glenn was the first American to orbit the Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon's surface. He proclaimed, "That's one small step for man, one giant leap for mankind." Over the past three decades improved technology and media have brought about better access to communication and information for rural areas, businesses, and individual consumers. As a result, many more Americans have access to global information and viewpoints. 	VUS.14c		
	Explain that technology can make communication and information more accessible.	VUS.14c		

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Virginia and United States History Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contemporary United States (continued)	Use the following information as a guide to list examples of technological advances: <ul style="list-style-type: none"> • Cable TV/24-hour news (CNN) • Personal computers • Cellular phones • World Wide Web. 	VUS.14c		
	Use the following information as a guide to identify changes in work, school, and health care: <ul style="list-style-type: none"> • Telecommuting • Distance learning • Growth in white collar careers • Breakthroughs in medical research, including the development of the vaccine for polio by Dr. Jonas Salk. 	VUS.14c		
	Formulate historical questions and defend findings based on inquiry and interpretation.	VUS.1c		
	Develop perspectives of time and place.	VUS.1d		
	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.	VUS.1g		

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Virginia and United States History Sample Scope and Sequence

Resources

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia’s Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

Documents of American History – <http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>

Education Place – <http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

GovSpot – <http://www.govspot.com>

Library of Congress

<http://thomas.loc.gov/> (This site focuses on legislation, the Congressional Record, and status of current bills.)

<http://www.loc.gov/library/>

National Council for the Social Studies – <http://www.socialstudies.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Smithsonian Institute – <http://www.si.edu/info/education.htm>

United States Department of Education – <http://www.ed.gov/EdRes/index.html>

Virginia Historical Society – <http://www.vahistorical.org/>

Virginia Museum of Fine Arts – <http://www.vmfa.state.va.us/>

WorldNet Virginia – <http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/his_ss_framework.html

2002 Sample Instructional Activities – <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

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